

## Summary of HLC Visiting Team Report of Strengths/Evidence That Ferris Meets the Standards

### Criterion 1

Core Component	Evidentiary Statement	FSU Descriptor
<p>a. The organization's mission documents are clear and articulate publicly the organization's commitments.</p>	<p>The front page of Ferris State University website has a link to the university's mission, vision, and values. The mission is in the university catalog and other written materials. Conversations with faculty, staff and board members clearly show that they have a shared understanding of the mission.</p> <p>The university's vision statement includes a clear commitment to student outcomes and quality education.</p> <p>Ferris State University's mission clearly expresses its distinctively career-focused education for its students.</p>	<p>Mission Understood</p> <p>Vision Emphasizes Outcomes and Quality</p> <p>Distinctively Career-focused</p>
<p>1b - In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.</p>	<p>Commitment to diversity is one of the university's stated core values; the university's webpage puts diversity front and center. For example, the institution's Jim Crow museum is showcased on the Ferris State University webpage, and provides a venue for education about diversity. This educational resource is available to FSU students and the general public. The Jim Crow Museum houses in one place perhaps the largest collection of racist memorabilia from around the world.</p> <p>The concept of diversity and inclusion is evidenced across the university and is interpreted broadly, including cultures, gender and gender orientation, religion, disabilities, beliefs and ideas. It is evident in the curriculum designed to advance knowledge, understanding and appreciation of current and future constituencies as well as preparation for a global society, global perspectives, and a diverse world. Campus and community outreach and engagement activities are similarly targeted.</p> <p>Although strides have been made, representational diversity is hard to achieve and maintain and FSU demonstrates the need for continued vigilance and improvement. Pharmacy has tapped into a national initiative with Diversity Task Forces in colleges targeted to recruitment of underrepresented groups. In University College underprepared students' academic needs are addressed through tutoring and supplemental instruction. Support services are provided for ESL students although they are few in number. There is an active Diversity Action Team, a task force on hiring diverse faculty, and SAFE Space which</p>	<p>Diversity Commitment</p> <p>Diversity and Inclusion Evidenced</p> <p>Diversity Support</p> <p>Alignment with HLC</p>

	<p>focuses on gender orientation issues. In addition, the state has a King-Chavez-Parks initiative. In print, Ferris assures its stakeholders that diversity is accommodated. The Academic Senate Diversity Committee is a standing committee. The Institute for the Study of Academic Racism is important as a resource for research and information.</p> <p>There is good alignment between Ferris and the Core Component of recognition of diversity of learners and inclusion.</p>	<p>Expectations for Diversity</p> <p>Accommodation</p>
<p>c. Understanding of and support for the mission pervade the organization.</p>	<p>Every group interviewed by the team was familiar with the history of the institution, the founder, Woodbridge Ferris, and his vision of educating students “to make the world better.” Ferris State has its roots as a vocational school. This commitment to preparing students for careers in a global economy is evident in the university’s written materials, self-study, planning documents and reflected in institutional strategic directions.</p> <p>Components of the mission were heard by the Team in explicit statements made by faculty, staff, and students using terms like the “inherent dignity” of everyone at Ferris and a commitment to promoting “fairness, honesty, and integrity”.</p>	<p>Understanding of Founding Mission</p> <p>Respect for Dignity of Individuals</p>
<p>d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.</p>	<p>One example of Ferris State’s governance and administrative structures that promote effective leadership and collaborative processes is found in its institutional commitment to diversity. High quality diversity programs are offered on campus and staff and administrative offices are visible and accessible within the university. There is a Diversity Action Team and a Diversity Committee. Programming is developed with students, not just for them, and presented for the entire campus, targeted groups, and one on one.</p> <p>Diversity presentations are made in the classrooms. There is a spirit of collaboration across campus. The Assessment Committee is working to integrate diversity modules into the curriculum and faculty discuss the impact this has had on them. The strong bent toward “social justice” is being built into all courses. Diversity is a component of the administrative performance evaluation, which helps to develop practical training and feedback.</p> <p>Administrative, budgetary and academic issues are sent to its various committees for review and comment. It is clear that decisions regarding the nature and content of academic programs are made by departmental faculty and sent to the Faculty Senate for approval. Academic items are then sent to the Provost/Vice President of Academic Affairs for possible implementation. Financial issues are also discussed openly with the appropriate faculty committee, and extensive</p>	<p>Diversity Programming</p> <p>Student Engagement with Diversity</p> <p>Collaboration</p> <p>Integration of Diversity Into Curriculum</p> <p>Committees and Stakeholders’ Engagement</p> <p>SPARC</p>

	input is sought before decisions are made about new allocations or rescissions. The Strategic Planning and Resource Council (SPARC) whose members include administrators, faculty, and staff, has combined responsibilities linking strategic planning and recommendations on resource allocation. SPARC is functioning effectively and members speak highly of the collaboration among all concerned.	
e. The organization upholds and protects its integrity.	<p>Diversity is an area which demonstrates one way FSU upholds and protects its integrity. Diversity is reflected in university and departmental publications, most notably gender, race, and disabilities. Resident Assistants' training includes diversity as a foundation for housing staff. The training goal is helping students to recognize and embrace diversity and global awareness. There is a diversity component to every level of staff training. The Department of Housing and Residence Life won the Outstanding Commitment to Diversity Award in 2009.</p> <p>The University has clear policies regarding academic freedom and the team concluded that these policies were appropriately implemented.</p> <p>The University publishes data required by the Federal Government dealing with crime statistics and financial aid default rates. Additionally information concerning student complaints and grievances is readily available.</p> <p>Following a review of the University's web site and publications, the Team concluded that its presentation to the public was fair and appropriate.</p>	<p>Diversity Demonstrates Integrity</p> <p>Residence Halls Diversity Training</p> <p>Clear Policies on Academic Freedom</p> <p>Compliance with Government Regulations</p> <p>Fair Representation on Website</p>

## Criterion 2

2 a. The organization realistically prepares for a future shaped by multiple societal and economic needs.	<p>The University maintains and updates a detailed Campus Master Plan which includes proposals for retrofitting, renovation, demolition and replacement of various elements of its physical plant in response to the initiatives detailed above.</p> <p>In all of these ways, Ferris State University demonstrates that its planning processes are congruent with the larger institutional mission, realistic without precluding the launching of strategically important initiatives, and appropriately careful about and sensitive to the demands emanating from a turbulent larger environment.</p>	<p>Campus Master Plan</p> <p>Planning congruent with mission.</p> <p>Solid Financial Standing</p> <p>Planned for Maintenance – avoiding Deferred Liabilities</p>
2 b. The Organization's	<p>The University has not hesitated to undertake special initiatives to sustain and expand its base of enrolled students (and the tuition revenue they provide) by:</p> <p>1. Expanding the geographic range of its student recruitment efforts; 2. Developing</p>	<p>Initiatives to Expand Enrollment</p>

<p>resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.</p>	<p>innovative scholarship options for prospective students, based on substantial sums of institutional resources; 3. Developing a diversity plan to recruit expanded numbers of new students from underrepresented groups; 4. Expanding the number of sites at which it offers courses and programs; and 5. Expanding its on-line instructional presence.</p> <p>The audited financial statements of Ferris State University make it clear that the institution is on solid financial ground. While the University has not been immune to the effects of economic recession in the state and the nation, especially between mid-2008 and late 2009, available cash and cash equivalents appear to be quite capable of sustaining university operations. The university's increase in net assets for FY10 provides further support for that contention. In addition, the University designates substantial portions of its unrestricted net assets for maintenance and replacement of its physical facilities, thereby limiting the scope of the deferred maintenance which plagues so many other colleges and universities across the country.</p> <p>A different sort of evidence relevant to this point comes from the interviews with various individuals and groups conducted by members of the HLC Team during their April, 2011 visit to Ferris State University. Many of those individuals and groups were explicitly asked whether the resources allocated to them and their activities were generally sufficient to enable them to do their part in fulfilling the University's larger mission. While all would welcome an expanded resource base, and most can identify specific initiatives they would undertake as a result, none cited the lack of resources as a serious current threat to their ability to contribute to mission fulfillment for their units or the larger institution.</p> <p>Plans for increasing the resource base at Ferris State University to maintain and improve quality include imbedding a development staffer in each college. In addition to providing subject matter expertise for professional technical programs, advisory committees are also committed at FSU to provide financial support. Financial and in-kind support has been provided, e.g. lab equipment.</p>	<p>Personnel have resources required to fulfill their roles.</p> <p>Embedded development Officers</p> <p>Financial and Lab Support from Advisory Committees</p>
<p>2 c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional</p>	<p>Evaluation of programs and activities at Ferris State University occurs in a wide variety of contexts and units. On the academic side, programs are reviewed on a six-year cycle by the Academic Program Review Council (APRC) of the Academic Senate. These reviews are intensive, and the recommendations they produce are forwarded to the Academic Senate, the Provost, the President, and the Board of Trustees.</p> <p>In addition, and by virtue of the types of degree programs on which Ferris State University focuses its efforts most heavily, four of its constituent colleges and many</p>	<p>Academic Program Review</p> <p>Specialized Accreditation Contributes to Evaluation</p>

<p>effectiveness that clearly informs strategies for continuous improvement.</p>	<p>more of its degree programs are subject to regular re-accreditation reviews by external accrediting agencies at the national or state level. These, too, serve effectively as program evaluations and assessments.</p> <p>Evaluations of institutional activities are not the exclusive prerogative of the academic side of the University. The Office of Admissions uses sophisticated statistical techniques to forecast enrollments for coming years, through which they can assess the effectiveness of various recruitment activities on the likelihood of subsequent student enrollments.</p> <p>In the Student Affairs Division, a variety of surveys and questionnaires are used to measure satisfaction with many of the programs and services offered. Regular administration of the National Survey of Student Engagement (NSSE) provides further information about student opinions of their academic programs and overall university experiences.</p> <p>Under the auspices of the Vice President for Administration and Finance, an internal audit program is conducted – in some instances by Ferris State University staff and in others by outside accounting firms contracted for that purpose – to monitor compliance with relevant laws, regulations, and policies. In one instance, the results of a FY10 internal audit led to alterations in procedures and personnel in the office subjected to the audit.</p>	<p>Admissions Office Forecasting and Assessment of Effectiveness</p> <p>Student Affairs' Attentiveness to Measurement</p> <p>Internal Auditing in Admin. And Finance</p>
<p>2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.</p>	<p>The mission of Ferris State University is clearly articulated in its mission, vision, and values statements. Just as important, it is widely recognized and embraced by faculty and staff across the institution. The various efforts at planning that the institution undertakes are clearly aligned with that mission.</p>	<p>Planning Alignment with Mission</p>

**Criterion 3**

<p>3 a. The organization's goals for student learning outcomes are clearly stated for each educational</p>	<p>At part of the Academic Program Review process at Ferris State University all programs have developed learning goals and have articulated how the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace. They also articulate how program goals are related to the University's mission, and the</p>	<p>Programs have developed learning goals.</p> <p>Goals and Alignment with</p>
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<p>program and make effective assessment possible.</p>	<p>departmental, college, and divisional strategic plans. These program goals have been entered into the FSU TracDat system for compiling assessment data.</p> <p>Assessment occurs at many levels. Assessment of student learning pervades the university and is driven at the course and program level, but there are differences between departments that have outside accreditation and those that do not.</p> <p>As a career university, Ferris is at the forefront of applied learning, including the establishment of a co-curricular transcript (OrgSync) and Eportfolio which complement the university transcript.</p> <p>Examples of assessment of Student Learning Outcomes were reviewed and most were well documented. The Academic Affairs Assessment committee meets monthly and analyzes and synthesizes information. Assessment tools include TracDat for reporting internal program, departmental and individual course assessment data, National Survey of Student Engagement (NSSE). FSU employs indirect and direct measures of student learning.</p> <p>There is some evidence of assessment data integration into program decision making. For example the self study lists six programs which made curricular changes as a result of analysis of assessment data. These programs however, as is found in many institutions, were primarily in professional/technical areas and in areas which have outside specialized accreditation.</p> <p>Faculty at Ferris State University drive assessment planning and data utilization. Self-study reports for Academic Program Review (APR) are researched and written by faculty-led teams. The reports are reviewed by an all-faculty committee, the Academic Program Review Council (APRC). Their recommendations go next to the Academic Senate, of which APRC is a standing committee, before going to the Provost of Academic Affairs, the University President, and Board of Trustees for action.</p>	<p>Plans/Missions Documented in TracDat</p> <p>Assessment Student Learning Pervades University</p> <p>Forefront of Applied Learning</p> <p>OrgSync Complements Transcripts</p> <p>Academic Affairs Assessment Committee and Assessment Tools</p> <p>Professional Accredited Programs Ahead of Others</p> <p>Faculty Drive Assessment Planning and Data Utilization</p>
<p>3 b. The organization values and supports effective teaching.</p>	<p>The Faculty Center for Teaching and Learning (FCTL) is a prominent feature of Academic Affairs at FSU. Besides new faculty support and support for on-line instruction, initiatives of the FCTL which are focused on effective teaching include a "Focus on Student Success" program and a Scholarship of Teaching and Learning program which sent 10 faculty</p>	<p>Faculty Center for Teaching and Learning Supports New Faculty and Scholarship of Teaching/Learning</p>

	<p>members to a State Teaching and Learning conference in 2010. The FCTL also sponsors one or two faculty in residence positions each year which are focused on effective teaching through peer mentoring and provides teaching effectiveness programs for adjunct faculty.</p> <p>The previous (2007-2010) collective bargaining agreement between FSU and the Ferris Faculty Association included provisions for evaluating the teaching of non-tenured faculty, and called for periodic department head performance review of tenured faculty.</p> <p>The self study survey on perceptions of FSU support of effective teaching reports that 84% of faculty agreed that FSU supports professional development to ensure instructional quality. Team discussion with faculty, FCTL staff, and administrators supported this perception.</p> <p>Academic Affairs, divisions, colleges, and departments have a number of annual awards focused on recognition of outstanding teaching.</p> <p>Sabbaticals and a numbers of smaller internal grant programs at FSU often focus on teaching effectiveness in specific disciplines or curricular areas.</p>	<p>Bargaining Agreement Provides for Evaluating Teaching and Review of Tenured Faculty</p> <p>Professional Development of Faculty Is Supported</p> <p>Teaching Awards</p> <p>Sabbaticals and Internal Grant Programs</p>
<p>3 c. The organization creates effective learning environments.</p>	<p>A faculty committee makes major curricular decisions. Procedures, guidelines, and forms for curriculum are well established and operate through the faculty in the Academic Senate and the Academic Senate's University Curriculum Committee.</p> <p>Similarly the General Education Committee, a body of the Academic Senate with faculty representatives from every college, integrates general education within the FSU undergraduate curriculum.</p> <p>During the Student Open Forum which was well attended, students reported liking General Education classes because of the opportunity to network with and meet with students in other fields and to be exposed to different viewpoints in class.</p> <p>Academic Affairs, Student Affairs, divisions, colleges, and departments have a number of annual awards recognizing outstanding advisors and staff members who directly support the learning environment.</p> <p>It was clear from open and targeted meetings that many nonclassroom</p>	<p>University Curriculum Committee</p> <p>General Education Committee</p> <p>General Education Courses Involve Students with Different Perspectives</p> <p>Annual Awards Across the University</p>

	<p>employees are well informed and value and take student learning at FSU seriously. Employees are industrious about learning what is happening across the university and make their voices heard.</p> <p>Evidence of institutional resiliency is evidenced by FSU meeting the challenges of students where they are and taking them where they need to go academically and personally. FSU provides comprehensive student services, including student financial services and an emergency loan program of \$50, MYFSU, and a banking station. First and second year students are required to live on campus. FSUS 100 Orientation (1 cr. hr.) is required, with separate courses for transfer students, including an online option, which may respond better to the lifestyle of some students.</p> <p>All student development services are also available on the Grand Rapids campus.</p> <p>Ferris State University students profit from a wide range of nonclassroom activities, learning support services, and personal advising. In fact, their Counseling Center actively encourages and receives referrals from faculty about specific students. The Athletic Department is committed to athletes as scholars and student athletes provide many hours of community service.</p> <p>Because of the unique career-focused education of the FSU mission, many of the learning environments for its students are not on campus or in traditional classrooms. The majority of Ferris State University degree programs require at least one internship where students learn through their experiences in real world environments.</p> <p>In general, academic administrators monitor the quality of educational activities, processes, and technology. The Deans Council, which is convened by and works with the Provost as well as the President's Council, collaborates across colleges.</p> <p>There is physical evidence in classrooms, and laboratories, that current instructional technology is utilized.</p> <p>The physical facilities that house the special purpose laboratories and clinics provide state of the art learning experiences for many Ferris State University students. Of particular note is the new building housing the Michigan College of Optometry which opened this year. The building</p>	<p>Involvement of All Employee Groups About What's Happening at Ferris</p> <p>Meeting Students Where They Are – Comprehensive Services</p> <p>Support for Students at Grand Rapids</p> <p>Co-Curricular Services and Support</p> <p>Internships and Field-Based Learning</p> <p>Collaboration of Deans' and President's Councils</p> <p>Instructional Technology Equipment Currency</p>
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	<p>design is innovative and flexible and will serve students and faculty well into the 21st Century. The community will also benefit through the University Eye Center which provides patient care in the new facility. Also of note is a building completed in 1998, the National Elastomer Center, which houses the plastics and rubber engineering technology programs at FSU. This building is one of the few in the country dedicated to advanced studies with these materials. Finally, in the final phase of construction during the last HLC comprehensive visit, The Ferris Library for Information, Technology, and Education (FLITE) has opened and has become a welcoming beacon and gateway into the campus at Big Rapids and a gathering place for students.</p> <p>Kendall College of Art and Design in Grand Rapids also has a number of galleries, laboratories, and studio spaces which support student learning.</p>	<p>Physical Facilities – MCO, Granger, Kendall, etc.</p>
<p>3 d. The organization's learning resources support student learning and effective teaching.</p>	<p>As mentioned previously the Ferris Library for Information, Technology, and Education (FLITE) physical space provides a distinctive gateway to the campus. The Team found unique learning spaces that, are not only beautiful, but are well-populated by students who can study quietly, work online, and gather in study groups. Library resources extend into virtual space, offering students access links with other Michigan public and college and university libraries. FLITE houses distance education library services for students, faculty, and staff and provides FSU students, faculty and staff with media production services. In addition the Reference and Instructional Services Department works with faculty in other colleges to provide classroom instruction in information gathering and analysis for students. The Team found FLITE's focus to be on creating virtual "learning environments" and to supporting effective use of technology in learning, evidence of what could become the 21st Century library.</p> <p>Across campus Ferris State University supports and maintains an elaborate array of additional laboratory and support resources to facilitate student learning. These include: the Academic Support Center, the Writing Center, and Structured Learning Assistance (SLA) courses, which are linked to high-risk for failure courses. The SLA courses have improved student retention in programs in allied health.</p> <p>The evaluation of learning resources focuses on the main types and modes of presenting information resources to support learning. Ferris State University provides significant financial and facility support for learning</p>	<p>FLITE</p> <p>Laboratory and Support Resources, such as Academic Support and Writing Center</p> <p>Financial and Physical Support for Learning</p>

	<p>resources.</p> <p>Ferris State University regularly surveys its students with national protocols, which promote both national benchmarking and campus-focused assessments. The effectiveness of learning resources is inferred indirectly from these results.</p> <p>Based on the self study information and interviews with various campus groups, Ferris State University supports students, staff, and faculty in their use of technology</p>	<p>Student Surveys Support Effectiveness of Resources</p> <p>Support for Use of Technology</p>
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#### Criterion 4

<p>4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.</p>	<p>The University's mission, vision and values statement asserts the importance of lifelong engagement, leadership, citizenship, and lifelong learning.</p> <p>The offerings and participation in the Ferris State University Faculty Center for Teaching and Learning suggests an ongoing commitment by the institution to creativity and practice in the classroom and improvement of instruction.</p>	<p>"Mission" supports engagement, leadership, citizenship, lifelong learning.</p> <p>Support for innovation in instruction.</p>
<p>4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.</p>	<p>Ferris State University has established the Timme Travel Grant program, the Sabbatical Leave Program, and the Professional Development Incentive Funding Program which are an expression of the institution's commitment to ongoing faculty learning.</p>	<p>Support for Faculty Learning</p>
<p>4c. The organization assesses the usefulness of its curricula to students who will live and work in a</p>	<p>The institution has demonstrated a strong commitment to diversity and social responsibility in the appointment of a vice president in support of diversity as well as a variety of other programs and activities such as the Annual Diversity Enhancement Award, the Institute for the Study of Academic Racism, and the Jim Crow Museum. In addition, program</p>	<p>Chief Diversity Officer and Related Programming – Evidence of Commitment</p>

<p>global, diverse, and technological society.</p>	<p>outcomes including the general education outcomes reflect an ongoing commitment to social responsibility.</p> <p>Evidence from interviews (both individual and group), self study documentation, and meeting with advisory councils suggests the institution has a strong commitment to keeping the curriculum current and relevant. Internships, clinical placements, and field experiences are found in almost every program at FSU. Particular attention has been made to addressing the ongoing concerns of professionals in the field and prospective employers. The College of Professional and Technological Studies coordinates a wide range of continuing education and professional development opportunities for area professionals.</p> <p>Diversity programs and activities which prepare students for life in a global and diverse society include: Tsunami relief, international students' festival, mentorship program for international students, theatre productions like "The Laramie Project 10 Years Later", the Jim Crow Museum (which has had online visitors from across the state and from countries across the globe), Art Walk, Live Underground Railroad, Black Leaders Aspiring for Critical Knowledge (BLACK), YBBW (You Beautiful Black Women), Mixed Martial Arts Group, and Faith Based training ( examples include -"7 Passages", "In Laws and Outlaws"). Students with disabilities participate in targeted programs like sled hockey and student alumni gold club.</p> <p>Assessment conferences, participation in on campus assessment workshops, and mentoring on assessment are offered to faculty, and participation in assessment work is encouraged.</p>	<p>Commitment to Curriculum Currency</p> <p>Diversity Programming for Students</p> <p>Support for Assessment</p>
<p>4d. The organization provides support to ensure that faculty, students, and staff, acquire, discover, and apply knowledge responsibly.</p>	<p>The institution has a variety of policies in place such as policies on academic honesty, student conduct, and an academic policy that supports a commitment to social responsibility. In addition, the majority of survey respondents (administrators, faculty, staff) cited in the self study felt that FSU follows the "the explicit policies and procedures to ensure ethical conduct in research and instructional activities; provides effective oversight and support services to ensure the integrity of research and practice; and creates disseminates, and enforces clear policies and practices involving intellectual property rights."</p> <p>Evidence gathered from interviews and self study documentation suggests the institution has committed to a very active program review process which is clearly utilized in the budget, planning and curriculum</p>	<p>Policies on Responsibility and Integrity</p> <p>Program Review Links to Planning and Budgets</p>

	<p>review process.</p> <p>Ferris State University provides professional development funds for faculty through the Faculty Center for Teaching and Learning and through the Office of Academic Affairs.</p>	Professional Development Funding for Faculty
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## Criterion 5

<p>5a. The organization learns from the constituents it serves and analyzes its capacity to serve their needs and expectations.</p>	<p>Ferris State University clearly is engaged in a variety of productive partnerships. Academic departments could point to specific relationships with local government agencies, small businesses, and mid to large-size corporate entities that were connected to the university's human assets through service learning, internships, and civic or community engagement activities. For example, the staff in the Faculty Center for Teaching and Learning could identify faculty, courses, and development programs that are focused on service, with financial and intellectual support provided through the Center, various colleges, and Academic Affairs. The curriculum similarly supports the academic message of engagement, leadership, and learning through the FSUS 100 course.</p> <p>Various institutional units are guided through surveys and focus groups. There appears to be an ongoing engagement of external partners at least through surveys of internship hosts and through the use of programmatic and collegiate advisory boards.</p> <p>That the university has been able to sustain and even build on W.N. Ferris' vision of an engaged institution during difficult financial times is testament to how strongly held the concepts of service and engagement are at Ferris State University.</p>	<p>Partnerships</p> <p>Support for Engagement</p> <p>Surveys of Partners and Use of Advisory Boards</p>
<p>5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.</p>	<p>Interactions with campus community members as well as with a small number of external stakeholders and partners provided ample texture and depth to the institution's persuasive case on the matter of meeting Criterion 5. Indeed, the institution has clearly continued to respect the values and emphases established by its founder who planted "an expectation for service to one's community" ("Shaping the Future," p. 215). The university is to be applauded for keeping W.N. Ferris' vision for the institution vibrant and for connecting engagement and service in meaningful ways to the curriculum and co-curricular programming.</p>	<p>Culture of Service Reflective of Founder – "keep the vision alive"</p>

	<p>Nearly every academic program requires or strongly encourages an internship. Various academic programs (elementary education, social work, sociology, etc.) are engaged in social action research, service projects, or partnerships with agencies on municipal projects. There appears to be financial support and infrastructure to sustain this comprehensive level of engagement. Visits with students and faculty clearly affirmed this as a positive value that should be preserved. Indeed, in open sessions and in a session with the Criterion 5 writing team, the faculty (in particular) avowed their desire for the site visit team to not decouple Criterion 5 from Criterion 4, so interconnected are these at Ferris (and in keeping with their spirit of regional partnerships and responsibility to be an economic engine).</p> <p>Student Affairs continues to support and affirm the university mission through its staffing and activities—including the deployment of OrgSync, a computer application to encourage students and their faculty/staff advisors to remain engaged in various community organizations by tracking student engagement and developing a student engagement/social transcript.</p> <p>Community outreach efforts include a poster competition for children (1st and 4th grades – “One World, Many Faces”). Career Conversations includes an exhibit, producers, and directors. BRT and TA Teams collaborate with Student Services.</p> <p>The Big Event is the major community service event of the year. Astoundingly, participation of Ferris students, faculty and staff increased from 300 last year to 8500 this year.</p>	<p>Internships</p> <p>Student Affairs Support of Mission</p> <p>Community Outreach</p> <p>Big Event</p>
<p>5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.</p>	<p>The University has a number of partnership agreements. As noted above, the university does survey internship coordinators/hosts; uses external advisory boards, and, through the amount of service and professional work done in partnership with external entities, has very fluid boundaries with the local communities.</p> <p>Clearly, the university is seen as a resource to help Big Rapids and surrounding communities—most notably the fairly recent “Baldwin Initiative” aimed at providing support in the areas of health promotion/service and in pk-12 education support to spur achievement. The Volunteer Center clearly provides access to the university for external partners (and potential partners) while also serving as a conduit for campus community members to get involved externally. Volunteer Center staff noted that it works with 60-80 local agencies and community based</p>	<p>Partnerships with External Entities</p> <p>Resource to Big Rapids Community</p> <p>Volunteer Center</p>

	<p>organizations that seek volunteer and/or expert help from university students, staff, and faculty.</p>	
<p><b>5d. Internal and external constituencies value the services the organization provides.</b></p>	<p>While the interaction with external stakeholders was limited (as a consequence of on-campus obligations), those limited interactions confirmed that the Big Rapids community (and beyond) finds tremendous value in the university and its various components (including a variety of academic program areas—technology, business, optometry to name but a few).</p> <p>Internally, Ferris State University goes to great pains to publicize and support engagement, collaboration, and service. Faculty and staff are identified as leaders in these efforts. Recognized Student Organizations (RSO) are highlighted because of their achievement in service and their commitment to volunteerism. (Over 100 RSOs require some volunteer hours during the academic year).</p> <p>The diverse social and cultural interests of students are met largely through a broad array of student organizations, including the Hispanic Student Organization, Mujeres Trián, National Organization of Women chapter, Asian Student Organization, You Beautiful Black Women, Muslim Student Organization, NAA, Black Leaders Aspiring for Critical Knowledge, sororities and fraternities, Black Greek Council, and Diverse Sexuality and Gender Alliance (D-SAGA).</p> <p>Similarly, Pan-Hellenic Council emphasizes service obligations and intercollegiate athletics can point to outreach programs and community service. For example, the basketball teams engaged in fundraising for Special Olympics and participated in Gear Up programs targeting middle and high school students from the area.</p> <p>There are ongoing programs that educate FSU students on social responsibility and the value of community outreach. There is clear evidence, provided by local city officials, K-12 administrators, and local business people that these characteristics of FSU are aware of the value FSU brings to the region, a value that appears to far exceed the economic impact made by the university.</p>	<p>Support and Valuing of Big Rapids Community</p> <p>Communication of Engagement Efforts, including RSOs</p> <p>Student Organizations</p> <p>Outreach and Fundraising for Community Organizations</p> <p>Programs on Social Responsibility</p>